

NOTES ON EDUCATION.

The St. Louis Public School Library now contains about 50,000 volumes.

Moli University is to admit ladies as students, except as regards the classes for medicine.

The Russian schoolmasters and educational officials are to hold a conference at St. Petersburg next month.

The teaching of morals and manners is included in the course of the San Francisco grammar schools. Bookkeeping has been made a special study in the first grammar grades and in the High Schools.

Lincoln University has received from Mr. J. H. Cassiday, of this city, a gift of \$20,000 for the endowment of a professorship. The university has now an endowment fund of \$110,000 and 120 students.

Nearly enough money has been raised to secure the telescope which Mr. McCormick proposed to present to the University of Virginia on certain conditions. Only \$4,000 more is necessary, and the time for raising it has been extended to November.

In the last examination for London University ladies take five out of the first fourteen places, all of these attaining the number of marks qualifying for prizes, and sixteen names out of eighty-five in honoris are those of ladies. Twenty-four in the first class are also ladies, and only one lady is in the second class.

Mr. Henry Leslie notes that the enormous sum of \$600,000 is annually paid out by the British Government for musical results in board and denominational schools, and that these results are simply singing by ear, and that very much out of tune. He thinks the modesty which is so greatly wanted, and proposes that at least a portion of it should be used for the advancement of artistic musical education.

At the recent meeting of the Pennsylvania teachers Professor Morris, of the West Chester Normal School, said that he found that one of the causes in the examinations in the Normal Schools was that the best students were broken down by being compelled to prepare to be examined on all of the twenty-five studies at one time. Professor Stahr, of Franklin and Marshall College, read a strong paper in advocacy of women as teachers, speaking of them as natural educators.

Inspector Stewart, of one of the English schools, makes a complaint which might justly be repeated by many an American school official. He says that schools are not now as successful as they once were in giving children that real education which is never wholly lost, and their inferiority, he believes, is due to the want of the art of teaching; the want of even standards of examination and standards of organization; and the ambitions multiplicity of subjects which teachers put in their time-tables.

The Jesuit schools in France have broken up for the holidays, and it is understood that when they reopen in October they will have nominally or really changed hands. *The London Times* says that they will still be the property of the ecclesiastics; that they will be conducted in the same spirit, and some, at least, will be the property of secular priests or of one of the recognized orders. The question whether these transfers are colorable or real presents the legal skirmishing, unless indeed the Government resigns itself to the virtual failure of its decrees, which, though first enforced against the non-teaching Jesuits, were mainly directed against the Jesuit schools.

The salaries of some of the Rochester school teachers have just been raised after much discussion by the Board. Each male principal is to receive an annual addition of \$100; the principals of all the intermediate schools except four will get \$50 more, and the female principal of one school will receive an addition of \$150. This last addition is not, it is stated, so generous as it seems, since the lady has in charge more scholars than any other principal in the city, is said to be one of the best, if not the best, of these officials, and with the addition receives \$250 less than the male principals. The salaries of the permanent teachers remain unchanged. One of the commissioners recommended that they go further, and indeed that whenever there had been an expenditure of useless work it was made up by cutting the teachers' salaries.

Dr. Fraser, the wise and eloquent Bishop of Manchester, made the other day some well-deserved criticisms on the great fault of the American school system. He declared that his experience in this country had convinced him of the prejudicial effects resulting from the introduction of multitudinous subjects; how children quitted school with an almost useless smattering of many subjects, but with complete and accurate knowledge of none. Now that knowledge was advancing so rapidly, it was difficult to fix a limit, but the question would have to be fought out sooner or later, and the earlier it was decided the better. He trusted the education of English-speaking girls would be concentrated on a few subjects, and not scattered over many. These young minds were beginning to inquire whether quality or quantity was best; whether it was preferable that a large surface should be slightly stained, or that a smaller surface should be thoroughly colored.

He did not desire to see the world of German literature reduced to a minimum, and he feared there was danger of running to extremes in including too many and varied subjects in the educational programme.

At the meeting of the German American teachers in Newark the other day Director H. Von der Heide read an interesting paper advising the abolition, in this country at least, of the present German alphabet, both in writing and printing, and the substitution of the Roman letters. He pointed out the consequent advantages in the simplification of the language and the saving of time; and added that it was wrong in this country to compel the children to learn the two alphabets, while they could study the German language as well with the Roman letters. There cannot be any doubt that the opposition to the introduction of German in our public schools is mainly due to the difficulties attending the acquirement of the German alphabet. The people proposed a gradual abolition of the German alphabet, and said the teachers in German-American schools would make no objection by teaching the new one referred to the fact that this change in the alphabet has already many friends in Germany, and hoped to live to see the day when one alphabet will be in use all over the world. The Association adopted resolutions acknowledging the necessity of the change and asking the co-operation of the German Journalistic Convention and that of the convention of the German teachers.

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